

COMMON SCHOOL ASSISTANT, AND PUBLIC INSTRUCTOR.

Vol. III.

NEW-YORK, FEBRUARY, 1838.

No. 2.

A Monthly Paper.
Edited by J. Orville Taylor.

TERMS OF SUBSCRIPTION.

Fifty cents per annum, for a single copy. Eleven copies for five dollars.

Subscriptions always to be paid in advance.

Communications and subscriptions, *post-paid*, may be addressed to the Editor, New York.

Published at the "American Common School Union," 128 Fulton Street, New York City.

From the well-known character and abilities of the Editor of this Paper, and the vital importance of the cause it advocates, we hope that every citizen will consider it his duty to aid in giving the "Common School Assistant" a circulation in every family and school in the Union.

William L. Marcy,	J. M. Matthews,
W. A. Duer,	Benj. T. Onderdonk,
N. Bangs,	S. Van Rensselaer,
James G. King,	Gideon Hawley,
A. Spencer,	John Savage,
Albert H. Tracy,	Sam. Ward,
B. T. Welch,	R. Hyde Walworth,
	J. Buel.

COMMON SCHOOL ASSISTANT.

DUTIES OF PUBLIC OFFICERS.—No. 3.

1. The last number gave the mode of electing, powers, duties, &c. of the United States Senate—one of the branches of the General Government. The other branch, which we are now to consider, is called the "House of Representatives."

2. Each State sends members to this House—one Member for every 47,500 inhabitants the State may have. The Members, called sometimes, representatives, are chosen every second year—that is, a man is elected for two years, whenever he is made a Member of the House of Representatives. It will be remembered that he is elected to the Senate for six years at a time.

3. Any man who can vote for the State Legislature can vote for a Member of Congress. No man can be a Member of the House of Representatives until he is twenty-five years old; and he must be an inhabitant of the State which chooses him.

4. A foreigner cannot be a Member of this House until he has been a citizen in the United States seven years.

5. If a vacancy occurs in the House, before the two years are out, the Governor of the State orders another election, to fill the vacancy.

6. The officers, such as Speaker, Clerk,

&c. of the House, are chosen by the Members of the House, each year.

7. The power of impeachment is given only to the House of Representatives. Impeachment means, a *public accusation, by a body authorized to make it*. The House can accuse the President of treason, and also the Members of the Cabinet and the Supreme Court, if they see it their duty. The Senate has the power to try all impeachments, but the accusation must be made by the Lower House.

EDUCATION,

BY MRS. L. H. SIGOURNEY.

1. What is a good education? We hear much about it. Who will tell us what it is? Every child in school expects to obtain it. But it is necessary that they should first know what it means.

2. Is it to get lessons well, and to excel in every study? This is a part, but not all. Some make great progress for a time, and then become indolent. Others are distinguished while they go to school—but when they leave it, cease to improve.

3. Is it a knowledge of books? Yes, and something more. It is possible to possess learning, and be ignorant of necessary things. There was a lady who read many books, yet did not know if her own dress was in a proper condition, and could not always find her way home, when she went abroad.

4. Is it to cultivate the intellect? This is not enough. It must also strengthen the moral principles, and regulate the affections. It must fit for the peculiar duties that devolve upon us. It must keep in just balance, and bring forth to a healthful action, all the powers that the Creator has given us.

5. A good education is that which prepares us for our future sphere of action. A warrior or a statesman, require a different kind of training from a mother, or the instructress of a school. A lady who has many accomplishments, yet is deficient in the science of housekeeping, has not been well educated.

6. A good education makes us contented with our lot. This was what an ancient philosopher said, made him happy in

an obscure abode, and when he was alone, talked with him. A restless, and complaining temper proves a bad education.

7. A good education is a fortune in itself. I do not mean that it will always secure wealth. But it brings something better than gold that perishes. For this may be suddenly lost. Fire may consume it. Water may overwhelm it. The tempest may destroy it. The thief may take it away.

8. But that knowledge which enriches the mind, which moderates its desires, which teaches to make a right use of time, and to promote the happiness of others, is superior to the elements. Fire, air, earth, and water, have no power over it. It can rule them as servants. It fears neither rust nor robber. It walks with us in the vale of years, and does not leave us till we die.

9. What a great evil is ignorance! We can see this by the state of those countries where it prevails. The history of past times will show us how miserable were their inhabitants—how unfit to judge for themselves—how stubborn in wickedness—how low in their pleasures—how ready to be the prey of the designing.

10. Look at the man who can neither read nor write. How confused are his ideas! How narrow his conceptions! How fixed his prejudices! How dependent is he on others to convey his sentiments, and to interpret their own! How liable to mistakes! How incapable of forming just and liberal opinions!

11. Ignorance has been truly called the mother of error. When Galileo first taught the true motion of the earth round the sun, he was treated as a criminal, and thrown into a dungeon. When Columbus revealed his plan of searching for another continent, he was threatened with imprisonment.

12. When Captain Smith was taken by the North American Indians, and sent a letter to his distant friends, the chiefs met to consult about the mystery of this "speaking leaf," and thought that the man who wrote it was a magician, and must be punished.

13. If defects in intellectual education

lead to such evils—defects in the education of the heart are still more deplorable. Look at the child whose moral principles have been neglected. Has he a regard for truth? Does he shrink at dishonesty? Is his conscience quick to warn him of a wrong motive? Does he obey his parents? Does he love his teachers? Is he anxious to understand and keep the law of God.

14. A good education is another name for happiness. We all desire to be happy, and should be willing to take pains to learn how. He who wishes to acquire a trade or a profession—to build a house, or to cultivate a farm, or to guide a vessel over the sea, must expect to work as an apprentice, or to study as a scholar.

15. Shall we not devote time and toil to learn how to be happy? It is a science which the youngest child may begin, and the wisest man is never weary of. If we attain the knowledge of many languages, and the fame of great learning, yet fail in that which makes the heart happy and the life good—our knowledge is but “sounding brass, and a tinkling cymbal.”

16. The objects to be kept in view by all who seek a good education, are to discharge every duty—to make others happy, and to love good things. May they not be compared to three steps leading to a beautiful house where you wish to go? Each one that you ascend, brings you nearer to the threshold.

17. The temple of happiness in this world, is the temple of goodness. And the temple of happiness in the world to come, is heaven. There, all the good of every nation meet and dwell together for ever. These temples communicate with each other, and a right education is the way of entrance to both.

18. The different parts of a good education may be culled the alphabet of happiness. And from this alphabet is formed a language for angels. That is but a lame education, which stops short of a higher world.

19. I seem to hear some little voice asking, “when will a good education be finished? Will it be finished when we have done going to school, or are grown up women?” I tell you it will never be finished, until you die. He alone, who bids the pulse stop, and the cold heart lie still in the bosom, is able to say “it is finished.”

20. The whole life is but one great school. From the cradle to the grave, we are all scholars. The voices of those we love, and

our own experience, are our teachers. Afflictions give us discipline. The spirits of departed saints whisper to us—“Come up hither.”

21. God's holy Word is our code of laws. He commands us there to “give him our heart—to remember him in the days of our youth.” May we go to his heaven, as to our father's home, when school is done, and the little hour-glass of our days and nights shall be turned no more.

COMMON SCHOOL MEMORIAL.

1. The following chapter, full of thrilling eloquence as it is, has been taken from the Memorial of the “Perth Amboy Philanthropic Association” to the Legislature of New Jersey. Here, indeed, are “thoughts that breathe and words that burn.” And as this is the time when the most of the Legislatures are in session, the article is admirably adapted to our whole country—to the people and the Legislature of every State.

2. “Is not the main business of our government, through all its branches, more a legislation touching the purse and pocket, than the mind, morals, and manners of the people? And has not the spirit of enterprise abroad over the land, for its chief end, mere physical improvement?”

3. Though our progress in physical improvement is rapid, is it not a fearful, because a disproportioned rapidity? Is it not something like the rapidity of the unpractised boy who thinks the art of driving is in applying sturdily the lash, and giving the dashing steeds the reins? It is easier to star than stop; and easier far to quicken the speed of a spirited charger, than to rein him in, or guide his lightning course.

4. Has not this march of our nation's improvement been too hurried to carry with it the nation's mind, and the nation's conscience? In our rush onward, has not the foot of the untaught multitude too roughly trodden down reflection and principle—reason and morality—law and justice, until men are beginning to be regardless of proper means, so that they attain their ends, and the popular mind seems feverish and giddy with excitement?

5. Do you not, gentlemen, behold, in the unrolling scroll of our country's brief history, events and elements developed or at work, big with interest? Does it need prophetic vision to predict, that if the same restive and reckless, because lawless, spirit that seems brooding under the whole surface of our social polity, bursting forth

wherever and whenever exciting causes occur, is not speedily, steadily, and vigorously counteracted, your laws, and those of your predecessors and successors, will be but a barrier of gossamer before a tornado?

6. Oh, gentlemen, on this subject we dare not utter all our sad premonitions and forebodings. Unless the people's mind, (and by the people, we mean the millions,) is properly enlightened, and that mind moored fast, by educating the people's conscience to love—reverence—and obey *law*, the law of God and man: the sheet and bow anchors of the American nation will have slipped their cables, and the gallant ship of our freedom, with already too much canvass spread for the coming tempest, will be driven on the breakers, where has been wrecked every republic upon which the sun has shed his light—and with us, we need not tell you, will go down, not the morning, but the evening star of a world's hope—a world's emancipation.

7. Gentlemen, we need not tell you, that there is no third course a people can take. *To govern themselves, or be governed*, are their only alternatives. Educators or soldiers—books or bayonets—camps and campaigns for a standing army, or, churches and colleges for the people, the whole people, are the only choices left us.

8. To a close observer of the times, and with the statute of the race, the only synopsis of pure law and correct legislation, in his hands, it is manifest as a sunbeam, that political conversion or political convulsion is just at hand. Think of the elements of revolution a single free state contains in her bosom; one hundred and eight thousand voters unable to read a ballot, and two hundred and fifty thousand unschooled embryo voters following in their wake!!

9. What restraint will an unknown Bible, or code of laws have upon such a mass of darkened mind? What might not be feared, should some American Napoleon wake that mass to feel, and put forth the might of its brute power, and become its leader? It is a fundamental principle of our government that a majority shall rule. The *vox populi* is law here.

10. Is it not then of the first and last importance that this voice of the people be on the side of truth—law—justice? But this cannot be, never was, and never will be, without virtue and intelligence. The amazing energies of a democracy, are, while human nature is left to itself, prone to move only as passion and interest dictate; and

what but blind impulse, and brutality will dictate, where intelligence and conscience are wanting?

11. Democratic energy, like physical force, is only good when properly directed. The Samson-like energy of our democracy without a moral balance, like the power of a vast spring not duly loaded, will show its energy by tearing the political machinery of our government to pieces. Fire, powder, and steel, are not more certain elements of devastation, without regulation, than popular power in the hands of the ignorant and vicious.

12. Again, the *vox populi* takes from the people, the rulers of the people. Here too a sound head and a sound heart are doubly indispensable, not only in the electors, but the elected. For what other guaranty have we that these responsibilities, which in a representative government are always lessened by distribution, will be rightly wielded?

13. If rulers have no conscience or education, when mere voters at the polls, will elevation to office make them sagacious men—conscientious men? If so, human nature, in republics, has lost its grand characteristic, the Lord's Prayer its pertinency, and temptation its tempting power.

14. We had better infinitely disband our army, burn down our arsenals, sink our navy, and as a nation study to know our duty and do it, trusting to the good sense, nay, compassion of our enemies, if any we should have, for protection, than foolishly expect national prosperity another generation, while suffering masses of ignorant and vicious mind to accumulate throughout our land.

15. For what are laws worth which cannot be read, or when read are trampled under foot? And what is justice but a mockery, when she is too weak or soulless to punish the guilty and protect the innocent? And what are both law and justice without an enlightened and sound public opinion to sustain them?

16. And what is public opinion, after all the eulogies pronounced upon it, but the way the public act? Men generally modify their opinions to justify, not condemn, their conduct; and if the conduct is unsound, the opinion (its shadow) will not long remain healthful. This suggests one of the most darkly ominous signs of the times.

17. Lift your authoritative voice then with the commanding boldness of lions, in favor of a thorough, elevated, and universal

system of common schools; where the affections not less than the understanding, the conscience equally with the intellect of the people, "the millions," shall be taught; and where the Bible shall be not only a classic, but an universal class-book. This, we believe to be your imperious duty, and should constitute the burden of your legislation.

18. Without this, we despair of seeing the liberties our fathers bequeathed us reach even another generation. We believe you can justify such a course to your constituents, to the civilized world, and to posterity, when the ephemeral acts and doings of many legislators shall be forgotten, or remembered only to be desecrated. Gentlemen, will you permit freemen to ask their "public servants" a few questions: for we do feel an unutterable de-ire to be heard a little longer: we have not often thus addressed the men of our choice.

19. *What is the end of legislation?* Is it not to make and sustain laws and regulations? Laws for whom, regulations for what? Are they not for the people: to direct and control men and mind? But why do a people need laws? Is it not because some are ignorant, others vicious; hence the ignorant may, the vicious will do wrong, and both may injure themselves or others?

20. Have we not here the simple end and object of legislation, to make the people do as an enlightened and conscientious man does, that is, right; or as the law enjoins, or should enjoin? For what is any law, but a description of *how* a wise and good man will act in any given case? And what is the office of legislators, but to define how the ignorant should, and the vicious must act?

21. The enlightened and the conscientious will do right; they are a law unto themselves, and therefore need no legislation; "knowing this, that the law is not made for a righteous man, but for the lawless and disobedient."

22. Have we not then, gentlemen, come fairly to this solid conclusion, that the great business entrusted to you as legislators, is mainly to look after the ignorant and the vicious; in other words, to use your sacred elevation in making the people over whom and for whom you legislate, an enlightened and virtuous people?

23. Would not the sessional business of our legislators be contained in a nutshell, had they only to legislate for a people of intelligence who would know their duty, and

a people of stern probity and integrity who would do their duty?

24. Had we loved our country and our children less, you had not heard from us at this time. The people of New Jersey are beginning to shake themselves from their iron slumber over this subject. They begin to feel that that slumber has been as ignoble as it was criminal.

25. Nor will it be long before New Jersey shall shake herself awake, and show that the people hold their destiny in their own hands. The people are even now discussing their present school system; and are fast making up their minds as to what they want—and they are looking to you, for what? To act like men—men worthy the people's choice.

26. They look to you to justify that vote which gave to you, and can continue to you, a legislative being. Can there now be a doubt resting upon your minds, that if any thing you do deserves the name of legislation, whatever you do for a right system of universal education is most legitimately such, and should take precedence of all other objects?"

FOREIGN INFORMATION—FRANCE.

1. The number of inhabitants in France is thirty-two millions; and the number of voters is two hundred thousand. England has only twenty-three millions of inhabitants, but sixteen hundred thousand voters. France, with a population of nine millions more than England, has fourteen hundred thousand less voters.

2. The reason of this wonderful difference is this. In France a man must have property enough to pay forty dollars tax yearly, before he can vote. In England the voter's tax is scarcely any thing. The great mass of the people of France are ignorant, and not capable of voting, but the English people are intelligent.

3. The Government of France is a limited monarchy. Louis Philippe is the King; he was elected a little more than seven years since. This King was once a Common School Master in New Jersey, while driven from his country in the time of Bonaparte.

4. In France the Legislative Body is divided into two Houses. The House of Peers and the Chamber of Deputies. The House of Peers numbers at present about two hundred, and they are appointed for life, and by the King. The King makes a Peer of who ever he chooses, and also makes as many as he pleases.

5. In France, though, a Peer's son is not a Peer by birth, and never, unless the King makes him one. In England the son of a Lord is also a Lord—the title is hereditary. Not so in France, where they have no hereditary titles.

6. The "Chamber of Deputies"—the lower house of the Legislature—is elected by the people about every four years. No one can be elected to this chamber unless he has property enough to pay taxes of one hundred dollars yearly. This requirement shuts out the most of the literary men, for they are usually poor.

7. As in England, the French people do not pay their Members of Congress—that is, their members of the "Chamber of Deputies," and their "Peers," any thing for their labor. We pay our Congressmen \$8 per day, but England and France pay nothing to their members.

8. There is but very little political corruption in France. In England there is a great deal of it—more than with us. The great body of the French people pay but little attention to politics, and but few comprehend the government movements. Newspapers are not much read in France, and the elections make much less excitement than in our country.

9. The people in this country take a great interest in the proceedings of Congress and the State Legislatures. Almost every one reads on these subjects in the newspapers; not so in France, for the people seldom give any attention to the discussions of the "Chambers."

10. There is a small class in France who wish a republican government; but the great body of the people prefer their King, who is very careful to assist all those who are friends to monarchy. The King is eminently skilful in managing party men and measures. He possesses also a good mind, considerable literary attainments, and shows great industry in the affairs of state.

11. France has adopted the Prussian School System, which is now doing much to enlighten the people. Out of the 35,000 School Districts in France, 27,000 have this system in operation. France, though, does not compel the parents to send their children to school, as the Prussian Government does.

12. The French are an agricultural people. Some of their towns, however, are celebrated for their cambrics, calicoes, &c. The people are full of taste and genius in their designs and mechanical operations.

Every thing they make is beautiful, and hence, they start all the fashions, which travel first to England and then to this country.

NATURAL PHILOSOPHY.

1. OF SOUND.—When we strike an object a sound is made. The cause of the noise is the *trembling movement* of the body struck. After striking a bell, we can see it tremble for a minute or more. This trembling shakes the air, which is pressing all around the bell.

2. As when we drop a stone into a smooth pond of water, we see the little circular waves following one another from where the stone went in, out towards the shore; so when the bell is trembling it sends little waves of air out in all directions.

3. A bell continues to give a succession of impulses, (or strokes,) to the air for a long time after it is struck; while some other sounds are made by a single impulse, as a crack of a whip, or a clap of the hands. In the last cases a large wave of air is sent out into the atmosphere.

4. When a bell is ringing, a constant succession of airy-waves keeps coming from the bell to the ear, and these motions of the air against the ear gives us the sensation we call sound. What wisdom is shown in giving to the air the property of *quick motions*.

5. If we want to speak to a whole city, or town, in an instant, as it frequently happens in case of fires, all we have to do is to strike the bell. The movements of the air, like little messengers, run every way to every body, whoever or wherever they may be, telling them at once what the man thinks who strikes the bell.

6. So the busy little waves of the air tell us that a carriage is coming, and that we must keep out of the way: and the undulations of the air tell us, too, what our fellow men are saying. The motions of the air bring to us the words of the orator, and by them we carry on our daily conversations.

7. We all know that air is necessary to support life, but we seldom think it equally necessary to conversation, reading, &c. Without air candles or the fire would not burn; without air plants and animals and men would die; and without air the tongue and the ear would be of no use.

8. If you take all the air out of a vessel, and then strike a bell in the vessel, no sound is heard. As you go up into the air it becomes thinner, and there is less of it; so

that when you get forty-five miles up above the earth there is no air. There is less and less air all the way up to that point. Now, the higher in the air you strike a bell, the less sound does it make. This proves that air is necessary to make a sound.

9. Firing a gun on the highest mountains makes but a very small noise, and people there have to scream, in order to be heard, when they talk to each other. On the other hand, when you *condense* the air you increase the sound. If we could put twice as much air into the room, our voices would be as loud again.

10. Although air is the great conductor of sound, yet solid bodies convey it much more rapidly and to greater distances. If a person lay his ear to one end of a long stick of timber, he can hear the scratch of a pin made at the other end. The scratch would not be heard two feet through the air. If those who live in cities, where there are pavements, will observe, they will see the furniture in the room tremble slightly, long before the carriage is heard.

11. Sound goes through the air at the rate of 1142 feet in a second. Hence, with a watch, which measures the seconds in the hand, we can measure the distance of a thunder cloud from us. For by observing the flash of lightning, and then counting the seconds from that instant to the time when the thunder reaches the ear, we have the number of seconds, which multiplied by eleven hundred and forty-two, will give the number of feet the cloud is off from us.

12. So with the wood-chopper, we can tell how far he is off. We can see the axe strike the log, and then count the seconds before the report reaches us. Sounds are conducted by water about four times quicker than by air, and by solids about twice as rapidly as by water. The metals and wood are better conductors of sound than stone or brick.

13. If a person standing some distance off, with a board fence between us, strike the fence with a hammer, two reports will be heard; one almost instantly coming through the fence, and the other, after a short time, coming through the air.

14. It is by the motions in the air that music is made. But before we can make music, we must know how to agitate the air. A cart, as it rumbles along in the street, makes undulations in the air, but the undulations do not produce music. Music is noise, but all noise is not music.

In our next article we will tell what noise is musical, and how it is made. And also,

what makes a discord. Let my young readers see if they can find this last thing out before I tell them. If you do I shall be glad to hear from you.

POLITICAL ECONOMY.

BY DR. WAYLAND.

1. The farmer plants seed, and, in the process of vegetation, the air, and sunlight, and water, and earth, and manure, are changed into wheat. That is, the *elementary* particles of these substances assume a different form.

2. The case is the same with the chemist and with many other producers. In all such cases, the industry is said to change the *elementary form* of matter.

3. The blacksmith merely changes the shape of a bar of iron into horse shoes, nails, hinges, &c.; the carpenter changes the shape of a board into the shape of a table, the cotton spinner changes the raw cotton into thread, &c. This kind of industry is said to change the *aggregate form* of matter.

4. The sailor changes neither the elementary nor the aggregate form. He delivers the goods just as he received them, but he removes them from one place to another. The same remark applies to the teamster, the rail-road proprietor and many others. In this case, industry is said to change the *place* of matter.

5. The ultimate design of all human industry, employed in production, is to effect either one or the other of these results. They are frequently denominated agricultural, manufacturing, and commercial industry.

6. It is rarely, however, the case, that a man in carrying on any trade, does not perform some labor belonging to more than one of them. His calling is, nevertheless, designated by the ultimate object which he intends to accomplish.

7. It is evident that every one of these kinds of labor is absolutely necessary in order to promote the convenience and happiness of man; and, also, that neither one could prosper without the aid of the others. Were there no agricultural labor, every body would starve.

8. Were there no manufacturing labor, every body would be frozen. Were there no labor employed in transporting commodities from place to place, no one could enjoy any convenience except what he had produced himself; that is, though with great industry and suffering a few persons might

live, yet they would be but few, and these few would be miserably poor.

9. Hence, we see how unwise it is for any jealousy to exist between the farmer, the mechanic and the merchant. All are equally necessary to each one, and each one is necessary to both the others.

10. But some men are neither mechanics, nor farmers, nor merchants; they are students, or philosophers, or lawyers, or physicians, or clergymen. It may very reasonably be asked of what use are such men.

11. They neither raise the food which we eat, nor make the carriages, nor ships in which our property is transported; nor manufacture the clothing that we wear. Of what use are such men to a community, and why could we not as well do without them?

12. In order to answer these questions, it will be necessary to take another view of the subject.

13. Observe, for instance, a ship. A ship carpenter builds a ship. But how does he know how to build it? It is built better, will sail faster, and is incomparably more commodious, than ships in the time of Alexander and Julius Cæsar. Every one who will reflect will say because we *know* better how to build ships than they did then.

14. But how have we come to know better. Because some persons have studied the art of ship building, and have found out what form of vessels is best adapted to going through the water, and what form is strongest and least liable to be injured by the storms and tempests.

15. The man who studied this subject, and thus gave rules for ship building, did more to promote commerce, than all the mere ship builders that ever lived. He certainly was not a useless member of the community, though perhaps he never drove a nail, or lifted a broad-axe in his life.

16. Again, suppose the ship to be built and to be sent to the East Indies; she must sail, for months together, without coming within sight of land. How are we to learn in what manner to direct her course? You will say, by a knowledge of navigation. True, but how have men learnt the science of navigation?

17. Why, from learned men, who have studied astronomy and mathematics, and have taught us the rules by which we may ascertain our place, in any part of the globe, either on land or water. The men who

taught us these rules, were not useless members of the community, though they had sat in their studies every day of their lives.

18. Or, take a steam engine. How does a man know how to construct a steam engine? You will say, because Watt, or Fulton, or some one else, invented it. Then these inventors were certainly not useless. On the contrary, we consider them to have been great public benefactors. But how did Watt or Fulton come to invent a steam engine.

19. We answer, because some one else had discovered the *laws* of steam, and these men then taught us how to use *these laws* for our advantage; that is, they invented the engine. This *some one else*, who discovered the laws of steam, was not useless, since had he not discovered the law, no one would have been able to invent the machine.

20. Hence, we see that men may be industrious in three ways. First, they may discover the laws of nature, as Franklin, Sir Humphry Davy, the Marquis of Worcester, Newcomen, &c. Secondly, they may invent instruments by which we may avail ourselves of these laws, or teach us the rules by which we may know how to benefit ourselves; and, thirdly, they may perform the operation necessary to production.

21. To the first class belongs philosophers, statesmen, and discoverers of every kind. Such were Sir Isaac Newton, Franklin, Sir Humphry Davy, and many others.

22. To the second class belong all inventors of machines, such as Watt, Fulton, Whitney, and others.

23. To the same class belong professional men. Thus, the lawyer teaches how, by means of the civil law, to maintain our rights and obtain redress for our grievances. The physician teaches us how to obey the laws of our constitution, so as to preserve or to restore our health. The clergyman teaches us how to obey the moral laws of God, so as to secure both our present and future happiness.

24. To the third class belong the persons who labor in the several trades and manual operations, such are the farmer, the mechanic, the manufacturer, and the merchant.

25. Now, all these are necessary to the welfare of society, and no society exists in a state of civilization, in which they are not all to be found. There is no reason why one class should be jealous of the other,

for, were either class to be abolished, both the others would be greatly injured; and the happiness and comfort of society would be greatly diminished.

26. Hence, we see that if a man is only industriously directing his efforts to accomplish either one of these objects, he is a benefit to his country. He only is to be stigmatized as useless, who is allowing his faculties to lie idle, and is doing nothing to benefit his fellow-men in either of these respects.

DOMESTIC ECONOMY.

BY DR. ALCOTT.

1. The importance of chemistry to the housewife, though admitted in words, seems, after all, but little understood. How can we hope to urge her forward to the work of ventilating and properly cleansing her apartments and her furniture, until she understands not only the native constitution of our atmosphere, but the nature of the changes which this atmosphere undergoes in our fire rooms, our sleeping rooms, our beds, our cellars, and our lungs?

2. How can we expect her to co-operate, with all her heart, in the work of simplifying and improving cookery, simplifying our meals, and removing, step by step, from our tables, objectionable articles, or deleterious compounds, until she understands effectually the nature and results of fermentation, as well as of mastication and digestion?

3. How can we expect her to detect noxious gases, and prevent unfavorable chemical changes, and the poisonous compounds which sometimes result, and which have again and again destroyed health and life, while she is as ignorant as thousands are, who are called housewives, of the first principles of chemical science? Would it not be to expect impossibilities?

4. A great multitude of facts might be stated to illustrate the importance of a knowledge of the principles of chemistry to those who have the superintendence of household concerns, from which, however, I will select only one or two of the more prominent.

5. Late in the autumn of 1814, a severe disease broke out at Elizabethtown, in Pennsylvania, and many who were attacked with it died. It was subsequently traced by the physicians, among whom was the distinguished Dr. Eberle, to the following cause:—

6. The manufacture of common red earthenware had been recently commenced in

that neighborhood, and many of the inhabitants, for the first time, had supplied themselves with the wares; and among the rest, with a quantity of deep jars.

7. Into these jars they had put their apple butter, or apple sauce. The acid of the apple sauce coming in contact with the glazing, which consisted of an oxyd of lead, had dissolved it, and formed acetate of lead (sugar of lead.)

8. The effects of sugar of lead, when received into the human stomach, are pretty well known. It is a slow but sure poison; and when taken in any considerable quantity, or in a smaller quantity for a long time, gives rise to what is called painters' colic.

9. The people of Elizabethtown had eaten very freely of the apple sauce; and the sugar of lead which it contained produced the terrible results.

AGRICULTURE.—No. I.

1. There is no Science or Art so generally neglected, as the Science and Art of Agriculture. Mechanics have their "Institutes" and their "Mechanic's Fairs," and "Journals," and "Magazines," and their special and yearly exhibitions of all that is new, or curious, or useful.

2. The farmer, it is true, has the three or four small papers devoted to his interest in agriculture; and once in a long time, in some part of the country, there may be a "cattle show," and a premium awarded for the best crop in different kinds of grains. But this is unusual, and excites but little interest.

3. The farmer pursues his labors without noise, and remote from the places where lectures and experiments, and collected thoughts are heard and given. He is not brought daily into society where there is close competition, scientific conversation, and immediate access to all the improvements that have been made in various parts of the country. This, however, is the privilege of many mechanics.

4. And there is a prejudice with many who cultivate the soil against learning any thing in their calling from books or educated farmers. We admit that there is some ground for this prejudice. For many of our books and periodicals on farming make large extracts from English, French, and German works, which are not adapted to our soil, climate, or products.

5. If American writers on agriculture had studied our soils, climates, habits, &c. with more industry, and not have been so willing to fill up their papers with learned

extracts from other countries, there would not be such a prejudice against reading works on farming.

6. The farmer is ready to read provided he can get something *intelligible and practical* by reading; and those who cry out against farmers for not liking "book farming," should reflect, and see if some of the fault does not lie with their books, either in the style or the inappropriate hints suggested.

7. We believe that there is no class more disposed to read than the agricultural, if it can but read that which it understands and feels an interest in. Books of this nature on farming are not very common, and it shall be our endeavor, while writing our articles on agriculture, to speak to the understandings and practical interests of those whose profession for life is to cultivate the soil.—We believe that *reading* on farming can be made a *delightful* employment.

8. A great fault with farmers is this; they will read an improvement and admire it for the time, perhaps half resolve to adopt it on their own farm: but the time passes on, and the improvement once so vividly in the mind, is forgotten, and the benefit that might arise from reading is lost.

9. A farmer should at once, while the mind is fairly interested in the improvement, take measures that will ensure a benefit from his money spent in procuring the agricultural paper. He should break through his old habits, and his disposition to *delay* what his mind approves. Men very frequently rail against book farming to appease their consciences for not minding what they approved when they read.

10. Let a farmer keep a little blank book, and in it, note down all the useful hints he may read of, and while he is performing the labors of the field, let him make it his constant effort to put in practice as many improvements as his time and circumstances will permit.

11. In this way he will see that reading does good. But if he *never* tests any thing he reads, it is not strange that he should think reading of no value. We will see whether ourselves or our readers shall be most in fault—they in not minding what we suggest, or we in not suggesting what is worth minding. Now let us all keep an eye on this.

NEWS CHAPTER.

1. During the month of January, Congress did not pass a single Law. The most of the time, both of the House of Repre-

sentatives and the Senate, was consumed in discussing the subject of Slavery, or rather, debating whether that subject should be discussed in Congress or not.

2. Mr. Patton, a Member of the House, offered a resolution forbidding the House to receive petitions on the subject of Slavery in any of its forms, and all discussions on that subject. The resolution passed by a large majority. So nothing more, during the present Congress, will be said on the subject of Slavery in the Lower House.

3. In the Senate, Mr. Calhoun offered several resolutions which after considerable discussion were passed. These resolutions say that the people have no right to petition Congress to abolish slavery—and that slavery cannot be abolished by the General Government, even in the District of Columbia, &c.

4. Not much of importance has appeared from either of the State Legislatures. Massachusetts Legislature has offered a resolution considering the expediency of abolishing capital punishments. The Legislature of Pennsylvania have requested the Bank Committee to bring in a Bill to compel the Banks to resume specie payment by the first Monday in February.

5. It is generally supposed that all the Banks in New York will resume specie payment before the middle of May next. All the Banks in Albany pay specie now for their Bills. The Legislature of New York has discussed the Small Bill Law at large. The Assembly have passed a Law permitting the Banks to issue Small Bills. The Senate have not yet agreed to this Bill.

6. A very destructive fire on the 3d of January consumed a large amount of property in New Orleans.

7. The amount of grain raised in foreign countries, and sent and sold to us in the year 1837, was 800,000 bushels of wheat, and 140,000 bushels of rye.

8. Our war in Florida with the Indians has already cost us *thirty millions of dollars*.

9. The War Department has asked Congress to appropriate six hundred and seventy-five thousand dollars for the defence of our Canada line, and for the preservation of neutrality.

10. The items for this are: \$197,000 to pay the 3000 militia which have been ordered out for three months, along the borders of Canada. The law says that three months pay must be given, if they should not be wanted more than one day, or if even ordered out.

11. \$50,000 for traveling from and returning to their homes, and 300,000 for the various objects of supply. \$15,000 for arms and accoutrements—\$7,500 for the surgeons—equipment 16,000, and \$60,000 for feeding 3000 men three months.

12. There has not been so mild a winter for many years. The weather in New York during January has been as pleasant as September or October weather. The price of coal has fallen to a very moderate price, and the poor are greatly relieved by the warm winter.

13. The Hon. J. S. Buckingham, formerly Member of the Parliament of Great Britain, has been for the last three months giving several courses of Lectures in this city. This eloquent oriental traveller has been greeted with larger audiences, and has made a stronger sensation in this city than has ever been done by any public speaker.

14. We are happy to state to our readers that Mr. Buckingham will remain in this country for some time; and we hope that many in different sections will have the rare privilege of hearing his lectures. To hear him speak two hours in the evening will well pay a whole day's journey.

EDUCATION NEWS.

1. Perhaps there is no subject, at the present time, which takes a stronger hold of the sympathies of the people, than that of general education. Frequent meetings, numerously attended, are held in almost every state and county. The messages of the Governors of the several states commend with great fervor, and in unqualified terms, this subject to the action of the legislatures.

2. Never before has the press and the living voice made such efforts for common schools. The great subject before the people seems to be their education. New Jersey has just held, at Trenton, a State Convention, which was numerously attended by her most distinguished citizens. The editor of this paper had the pleasure of meeting this convention, and he never attended one more numerous or intelligent.

3. The Convention recommended the Legislature to *repeal* the School Law at once, and, as a first step, to prepare the people for a sound school system. They recommended the Legislature to appoint a Minister of Public Instruction, whose immediate business shall be, to travel over the state, and address the people in their primary assemblies on the great subject of Common School education.

4. This is a wise measure, and every state, not having a head to the school system, should at once appoint an officer of public instruction. New Jersey is awake, and great credit is due to Mr. Kinney, editor of the Newark Daily Advertiser, and to Mr. Jackson, of Newark, former speaker of the House of Assembly.

5. The Southern states are speaking boldly on the subject of education. Can any high-minded Kentuckian read this short passage in Governor Clark's message without pain—without a blush? He says, "*it is known that in some of the counties in this State the existence of a school is almost unknown!*" This, too, in a country whose free elective institutions are based on public opinion.

6. Governor Clark, in another passage, makes the following important remarks. They ought to be well weighed by every state:—"The condition of learning is such in Kentucky, that our young men are driven abroad in search of education, and the amount thus drawn annually from the country would fall very little short, if any, of the sums sufficient to defray the ordinary expenses of our state government.

7. In states where common schools are established, instruction is more general, and usually costs less than in those where no such system exists, and the money expended in this way is retained at home, and not paid as a tribute to others who have been more characterized by political sagacity and foresight.

8. The establishment of primary schools for the purpose of disseminating learning amongst all classes, will beget schools of a higher order—our Colleges and Universities will be more liberally sustained, and education, instead of making us tributary to other states, may be made the means, by attracting students from abroad, of augmenting our wealth, and adding considerably to our resources."

9. Ohio is speaking eloquently for Common Schools by county and town conventions. The meeting lately held at Cleveland gives a promise that much will be done for the morals and intellect of that magnificent state. We ask the friends of the people to *persevere*. It is an up-hill work; but education is like a top—we must keep whipping or it will fall to the ground. The promoters of education must not only strike when the iron is hot, but they must *make the iron hot by striking*.

10. In our state, meetings for the im-

provement of schools are frequent. Wayne, Dutchess, and Orange counties have lately held large meetings. Mr. George Riker, the education agent in Dutchess county, is making a revolution in public sentiment; so, also, Mr. James McFarland, the agent for Orange county. And what speaks well for the people is, that over two thousand subscribers have been sent in for this paper during the past month.

11. The change we made has been well received, and the paper is now in most places made a reading book in school. Every school should have a class reading in this or in a similar paper. Great usefulness and interest can be given to the school in this way.

12. Lord Brougham has just submitted to Parliament a school system for England. He wishes a board of five, appointed for life, to superintend the subject. This board is to establish "Normal Schools," and have the general direction of the studies, books, reports, &c. In the towns having a "corporation" the commonalty are to have the local superintendence of the schools, and in the country the rate-payers are to have the direction and supervision.

13. Compulsory measures do not form a part of the plan. But it is supposed that England will not receive a general school system for some time. In our next number we shall give an account of England, as we have of France in the present number.

14. The French have large colonies in Algiers, and they have there established large public and private schools. One female seminary gives instruction gratuitously to 210 pupils. They give a table of education at Algiers as follows:—

The College at Algiers has	85 pupils
Common schools for boys,	503
Private schools for boys,	37
Common schools for girls,	45
Private schools for girls,	334

Making a total of 1604

Such praiseworthy efforts should make some parts of this country blush.

15. Massachusetts has just made a report from which we get the following:—No. of schools, 2918; No. of scholars, 204,726, out of 991,222 inhabitants; No. of scholars between 4 and 16 years of age, 177,053. Amount of money raised by taxes for schools, 465,223 dollars 4 cents, and of taxes for teachers, 387,124 dollars 17 cents. No. of academies and private schools, 854.

TO TEACHERS.

The editor of this paper, as Professor of Public Instruction in the "NEW YORK UNIVERSITY," will commence, on the first day of May next, in the "University," a *course of lectures* on the "Art of Teaching," and on the several branches of knowledge which should be taught in a common school.

The object of this professorship is, to prepare young men to teach.

Price of admission to the course (to be continued for the term of six months) will be ten dollars. There will be one lecture, one hour long, and one recitation, of one hour's length, *each day*.

At the close of the six month's instruction, a school, paying at least thirty dollars per month and board, will be provided by the Professor for each student, free of expense.

The only expense which the students will be subjected to, while attending these lectures, will be "board and washing," which will be two dollars and twenty-five cents per week, and *no more*.

Application for admission must be made to the editor of this paper, or to J. M. Matthews, Chancellor of the University, before the first of May next. But fifty students will be admitted.

SCHOOL BOOKS.

1. The following school books we have thoroughly examined, and we recommend them to every school:—

Comstock's Physiology, published by Robinson, Pratt & Co., N. Y.

2. This work has the unqualified commendations of the most competent individuals and institutions. This study, embracing as it does, man's health, wonderful structure, and physical happiness, should be adopted in every school. Mr. Comstock's Treatise is the best text book on the subject for families and schools.

3. "Parley's Universal History," for schools, published by the American Stationers' Co., Boston, and by S. Colman, N. Y., is a most capital book. It is highly spoken of by Mrs. L. H. Sigourney, and adopted already in many of the best schools.

4. Elements of General History, by John W. Barber, published by Durrie & Peck, New Haven, Ct. This book is well designed for the use of Common Schools, and we wish its use in every one in our country. Mr. Barber is an energetic, perspicuous writer, favorably known as the author of the History of Connecticut, lately published by Durrie & Peck.

5. The "Reader & Speaker:" containing lessons for rhetorical reading and declamation. By Samuel Putnam, N. Y. We do not know of a better work for pupils to read in their reading exercises.

6. Dolbear's Science of Practical Penmanship, on the inductive plan; fifth edition; with a Chirographic Atlas of twenty-four plates, by Dolbear & Brothers. Published by Collins, Keese & Co., N. Y.

7. This is indeed a scientific system of penmanship; the best we have examined, and one we can commend to pupils and schools. The work is deservedly popular, and has a general circulation in the South. We hope our northern schools will soon use the work. It can be seen and obtained at the "American Common School Union," 128 Fulton-street, N. Y.

8. We have received the second number of the "United States' Magazine and Democratic Review," published monthly, by Langtree and O'Sullivan, Washington, D.C.; terms five dollars a year. This work has the strongest commendations from literary gentlemen, and already has a large circulation. The agent in this city is Leonard Scott, Esq., office corner of Pine-street and Broadway. Any one living within a hundred miles, by subscribing and receiving their numbers at Mr. Scott's office, will save one dollar yearly.

We acknowledge payment for the following subscriptions for the third volume, made during January. Subscriptions under six copies to any one post office cannot be mentioned for want of room:—

	No. copies.		No. copies.
Dennis Corners N Y	9	Patchogue N Y	44
Benton Ia	8	Bellport N Y	11
Brantree Mass	11	Middlebury & Va	6
Quincy Mass	33	New Derry Pa	20
Keese N H	22	Waynesville & Ohio	8
Colebrook N Y	12	Hanover N H	9
Brookfield Mass	12	Flanders N J	11
Fort Plain N Y	20	Bushington & Pa	11
Albany N Y	6	Columbus N J	11
Avon N Y	7	Dayton Ohio	11
New York City	30	East Line & N Y	11
Anderson S C	11	Pleasant Valley N Y	11
West Town N Y	6	Saratoga Springs N Y	10
Unionville N Y	8	W Greenfield N Y	8
Monroe & N Y	6	Weare N H	12
Pepperell Mass	11	Lancaster Pa	11
Ridge Prairie Ill	11	Maumee City & Ohio	11
Bucyrus Ohio	11	Darien Centre N Y	6
Rockingham Vt	9	Leesville & N Y	34
Elmira N Y	11	Waterville N Y	6
Liberty Ia	11	State Line Pa	11
Mansfield Ct	11	La Grange & Ten	41
Fryeburgh Mo	6	W Hartford Ct	15
Enfield N H	11	Erie, Gerard & M'Kean Pa	22
Lyons N Y	7	Williamsburgh Ms	11
Sharon N Y	8	Freshkill & N Y	29
Arkwright N Y	15	Mexico N Y	11
Railway N J	18	Midd elope & N Y	10
Cold Spring Harbor N Y	6	Bovina & N Y	11
Deerkertown N J	20	East Otto N Y	22
Walton N Y	22	West Otto N Y	28
Newburgh N Y	51	Goshen Mass	8
Hickory Grove Ga	11	Ithaca N Y	13
Homeoye N Y	11	Linton Ia	11
E Bloomfield N Y	11	New Market & Ala	11
Albanshill N Y	11	Carlisle Springs Pa	11
E Sandwich Ma	9	Battenville N Y	13
Yarkleyville & Pa	7	Clarkson Ohio	6
Mexico & N Y	6	Elkton Ky	10
Manheim Centre N Y	6		